

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Oct 30 – Nov 3, 2017 Week: 13

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options	Do Now: Guided Instruction (<i>We do</i>)- What does to shift perception mean? Opening: Focused Instruction (<i>I do</i>)- Discuss Do Now as lead in to discussion of the creative strategy – shifting perception. Discuss the various important points that will help the students use this skill when thinking. Model – my “What If” Work Session: Independent Learning (<i>You do alone</i>)- Discuss and take notes on handout on shifting perception which provides historical examples to support ideas. Then begin exercise and write a “what if” about an important event in your life. Closing: Guided Instruction (<i>We do</i>)- TOTD Will you keep your event or change it tonight? Power Block: Article – underline main ideas, circle vocabulary issues Home Learning: Independent Learning (<i>You do alone</i>)- work on “What If” paper	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Write personal “What If” TOTD 	Formative: Teacher Observation Q&A TOTD
	Purpose: To introduce the first creative strategy (shift perception) so they may realize that this is a skill they already possess. The exercise will allow them to utilize the skill and enhance their use of logic and ability to see events from different perspectives and with insight			Summative:
Tues	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options	Do Now: Guided Instruction (<i>We do</i>)- Are you able to shift perception easily or is it difficult for you? Opening: Focused Instruction (<i>I do</i>)- Quick review of Do Now and explain work session is to complete What If and then to have students read their papers to the class Work Session: Independent Learning (<i>You do alone</i>)- complete “What If” event paper Collaborative Learning (<i>You do together</i>)- Selected students read their work to the class Closing: Guided Instruction (<i>We do</i>)- Exit Slip - Do you now think that you are better at shifting perception than you first thought? Power Block: complete assignment Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Public Speaking: Reading “What If to class Exit Slip 	Formative: Teacher Observation Q&A “What If” event paper Exit Slip
	Purpose: This is the continuation of Wednesday’s purpose that will allow students to practice their public speaking and develop a safer learning environment while sharing their attempts at a shift perception creative strategy			Summative:
Weds	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options	Do Now: Guided Instruction (<i>We do</i>)- What does piggybacking mean? Opening: Focused Instruction (<i>I do</i>)- Review Do Now to lead in to discussion of Basic Creative Strategies – Piggybacking and discussing the ideas and steps to piggybacking. Explain collaborative learning task. Work Session: Independent Learning (<i>You do alone</i>)- discuss and take notes on the information provided in handout on piggybacking Collaborative Learning (<i>You do together</i>)- begin exercise to modernize a fairy tale/legend. Group of 4-5 brainstorm to choose fairy tale/legend. Exercise will be completed on Monday and each group will share their story and the class will provide other ideas for further possible additions Closing: Guided Instruction (<i>We do</i>)- Exit Slip – each group provide topic for exercise plus anyone note if they want to do one on their own over the weekend Power Block: complete assignment Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu X Cornell note <ul style="list-style-type: none"> Student option <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L X Brainstorming <ul style="list-style-type: none"> Choose fairy tale/legend <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Group writing exercise 	Formative: Teacher Observation Q&A Group writing exercise Brainstorming Exit Slip
	Purpose: To introduce second creative strategy (piggybacking) to formalize their innate ability to see relationships between an old idea while creating new ones. Students will modernize a fairy tale/legend by grafting ideas from today (such as social networking) onto well-known stories from the past giving concrete experience to the strategy. They will be able to use shorthand to describe an idea – i.e., the show Dallas was first described as Romeo and Juliet in Texas			Summative:

Thurs	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options	Do Now: Guided Instruction (We do)- Have you ever piggybacked in your writing before this exercise Opening: Focused Instruction (I do)- Review Do Now and restate the goal for today Work Session: Collaborative Learning (You do together)- continue and complete rewrite of your fairy tale/legend and identify which team member will present to class. Guided Instruction (We do)- Groups present and receive feedback, followed by any individual presentations. Closing: Guided Instruction (We do)- Vote on best group for bucks Power Block: complete assignment Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Group writing exercise Public Speaking 	Formative: Teacher Observation Q&A Group writing exercise Public speaking
	Purpose: Students will complete task and present final product to class. This will allow all students to benefit from these collective efforts and provide selected individuals to practice public speaking.			Summative:
Fri	Standard(s): TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options	Do Now: Guided Instruction (We do)- Do you find brainstorming an effective tool? Opening: Focused Instruction (I do)- Substitute hands out sheet to students and reads through the information Work Session: Collaborative Learning (You do together)- after following along while substitute reads through handout, move into groups of 3-4 and create a rank ordered list of the 10 things you think would be good to cover to help you prepare for college. Closing: Guided Instruction (We do)- Substitute collects all lists to be completed and refined on Friday. Power Block: complete quiz Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Collaborative groups Collaborative Brainstorm 	Formative: Teacher Observation Q&A Top 10 lists – group work Exit Slip
	Purpose: To reinforce the third creative strategy (brainstorming), something that they have had experience with in the past but can now tie to the concept of creative thinking. Students will also gain more experience working collaboratively while creating a rank ordered list.			Summative:

All information and ideas are drawn from *Introduction to Applied Creative Thinking: Taking Control of Your Future* by Russell Carpenter, Charlie Sweet and Hal Blythe, copyright 2012.